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Re-Engineering University Performance: Antecedents and Mediating Variables

[1]Bandar Abdulla F.H. Alharthi, [2]Gamal S.A. Khalifa, [3]Abuelhassan E. Abuelhassan,
[1]Osama Isaac and [1]Ahmed H. Al-Shibami
[1]Department of Management, Faculty of Business and Accountancy,
[2]Department of Hospitality Management, Faculty of Hospitality and Tourism,
Lincoln University College, Selangor, Malaysia
[3]Department of Hotel Management, Institute of Tourism and Hotels,
Ministry of Higher Education, Qena, Egypt

Abstract: The aim of the study is to re-engineer the relationship among Strategic Planning (SP), Innovation (INN), Employee Strategic Alignment (ESA) and University Operational Performance (UOP). Survey-based procedures and the self-administrative questionnaire have used to collect data from the university academic staff. The questionnaire was used in five points Likert scale. About 500 questionnaires distributed were 309 valid returned. The findings of the study have investigated the relationship between strategic planning and university operational performance through innovation and employee strategic alignment. The proposed hypothesis have supported in order to consist of all the variables relationships. This study has an essential influence of UAE universities that imply the actual theory of strategic planning for university perspectives that increase the operational performance in the university future familiarity and standard operation. The data were gathered from single respondents which might result in possible response bias sometimes that indicates the limitation. This study outcome has preferred or suggested for implementation for the managerial thinking for future bitterness of the organization.

Key words: Strategic planning, employee strategic alignment, innovation, university performance, UAE, familiarity

INTRODUCTION

The new higher education systems have developed speedily with the standard and worldwide quality. Latorre-Medina and Blanco-Encomienda (2013) argued that throughout the previous decade the educational systems have endured long reformation and transformation processes from an old fashioned educational management model that deeply seated in the past to astrategic model (Agwa *et al*., 2018; Hussein *et al*., 2013). To analyze educational operations, the model fundamentally connects the service provided by the university to the resources consumed in providing a common view of university educational operations. According to the researcher's knowledge, there were not many current studies focused on UAE higher education and handled the area of university operational performance (Albadry, 2015).

In addition (Borman and Motowidlo, 1993; Tangen, 2003) have explained regarding interrelationships in their model of the classical approach to operational performance. It indicates a number of multi-faceted appropriations between six performance criteria: effectiveness, efficiency, quality, productivity, innovation and profitability (Mohamed *et al*., 2018; Rolstadas, 1998). It is an essential issue in learning and management fields. It is through participation and commitment you will get good feedback from the employees (Adi and Pulos, 1980). Therefore, it is necessary to achieve the best operational performance among employees which will be achieved only by providing a good working environment and selection process, continuous planning, training and development and physical and moral motivation either through financial rewards or through promotion (Johnes, 1996; Williams, 1988). This study has stated about the university operational performance as a dependent variable that indicates the services of the students and academic-related administrative tasks. Most significantly, this type of performance tires the institutional reputation and global familiarity (Qoura and Khalifa, 2016).

Strategic planning depends on the idea that the need for planning is necessary or not and whether external or environmental conditions influence the output

Corresponding Author: Bandar Abdulla F.H. Alharthi, Department of Management, Faculty of Business and Accountancy, Lincoln University College, Selangor, Malaysia

of the strategy (Radomska, 2014). Accordingly, strategic planning is remarkable importance in terms of new service strategies because of any new service depends on how the organization establishes and implements its own rational plan (Borrego and Henderson, 2014; Kruss *et al*., 2015; Leigh and Blakely, 2016). This study focuses on strategic planning in order to adopt the institutional strategies that direct the road map of getting future achievements.

Furthermore, the innovation includes the organization conditions and process related to the basic work activities by integrating social and technical new concepts and ideas (Drucker, 2014). It indicates all about the organizational systematic, technological and advanced ideas that create more innovative in the competitive market (Abd-Elaziz *et al.*, 2015; Abou-Shouk and Khalifa, 2017; Shamsi *et al*., 2018; Khalifa and Fawzy, 2017; Khalifa and Hewedi, 2016; Khalifa and Mewad, 2017). Specifically, in the university context, the innovation implies on creating a new program, a system for enrolment, current student verification, program development using access and technology (Prager and Omenn, 1980; Conway and Steward, 2009). Moreover, employees should be more conscious to achieve greater steadiness and alignment in organizational strategies (Abou-Shouk *et al*., 2014; Abou-Shouk and Khalifa, 2017; Henderson and Venkatraman, 1999; Khadem, 2008). Organizations are trying to increase their competitiveness, adopt employee alignment as a large-scale strategic tool (Gagnon and Judd, 2003). The process of transferring objectives to employees, the participation of mid-level managers in the strategic planning process, the acquisition of strategic knowledge are examples of employee's alignment (Beehr *et al*., 2009). The current study aims to investigate the casual relationship between SP and UOP via. employee strategic alignment and innovation.

Literature review

Strategic planning: Strategic planning requires explicit action to set specific long-term objectives and generate alternative strategies, requiring rigorous implementation and a system of results control (Kezar *et al*., 2015). It identifies the objectives of an organization, highlights the threats and competitive opportunities that it may face, controls and implements the procedures, assists in strategically important organizational decision-making which ultimately strengthens the performance of that organization (Ackoff, 1970; Menon *et al*., 1999). According to the various studies that have addressed the development of new strategies that adopting certain planning steps by companies reflected positively on their product development cycles as they have become faster (Hult *et al*., 2006; Montoya-Weiss and Calantone, 1994). Brown and Eisenhardt (1995), Jimenez-Jimenez and Sanz-Valle (2011) stated that the planning provides the official plan carefully designed in all its details and tactics to ensure the successful implementation of the strategy. It helps in solving organizational disputes and leads to provide a clear vision which works to accelerate the mission development on the one hand and enhance the performance of the organization (Kettunen, 2006; Mohamed *et al*., 2019; Montoya-Weiss and Calantone (1994). Peterson *et al*. (2011) have mentioned that providing the distinctive features of effective strategic management and enhancing strategic planning in terms of quality, speed and productivity results from the adoption of planning based on sound market research followed by implementation and formalization consistent with that plan (Bason, 2018; Khalifa and Abou-Shouk, 2014). In this study, the strategic planning influences in direct and indirect effect (innovation and strategic alignment) on university operational performance. Basically, university operational learning consists of the services and operation related to the student's service and employee administrative tasks. Consequently, the strategic planning depends on the future plan of the chart that going to be achieved for the organization. In order to direct effect of strategic planning on university operational performance indicates that strategic planning can increase the operational performance of the university (Shrader *et al*., 1984). The mediating roles of innovation and strategic alignments between strategic planning and university operational performance imply the strong relationship between both variables in terms of enhancing the administrative performance of the university. To the best of researchers knowledge, the mediation of two variables between strategic planning and university operational performance is the first attempt to investigate the indirect relationship. According to the above discussion and research-based view, the researcher comes to these hypothesis:

- H_1 : SP has a positive effect on UOP in UAE
- H_2 : SP has a positive effect on innovation in UAE universities

Employee strategic alignment: Many researchers pointed out that the improvement of internal communication in organizations can be due to strategic alignment process (Bason, 2018; Shrader *et al*., 1984). Spee and Jarzabkowski (2011) have emphasized the strategic alignment process seeking to strengthen communication within organizations. Langly (1988) added that creating an information network that promotes communication and discussion of strategic questions is one of the key roles of the strategic alignment process. Accordingly, employees should be given more attention

to achieve greater consistency and alignment with their organization and its strategies as it is considered the main source of its organizational success (Barney, 1991). In the area of strategic management, the alignment of staff is an important concept as it is the key that achieves the organizational goals and leads to the strategic success (O'Reilly *et al*., 2010). In addition, employees understanding of the organization's strategy and the role they have to play in doing so, partly affects employee compliance with the organizational strategy (Boswell and Boudreau, 2001).

Further, employee agreement and understanding of their organization's strategy is one of the challenges facing employee alignment (Khadem, 2008). Beehr *et al*. (2009) emphasized that the good employee's understanding of the strategy of their organization will help them to take appropriate actions and behaviors that are in line with the interests and needs of the organization in order to achieve strategy which will eventually transform organizational objectives into tangible results (Boswell and Boudreau, 2001). Accordingly, achieving full acceptance of the staff and true alignment with the organizational strategy emerges as a result of the convergence of organizational and individual objectives. Allowing intermediate managers to participate in the strategy process helps to bring the goals closer and facilitates the implementation of the strategy at the same time (Ketokivi and Castaner, 2004; Wooldridge and Floyd, 1990). Moreover, the employee strategic alignment has a direct influence on university operational performance that makes a sense of employee internal individual and grouped communication. There are little studies has been mentioned this relationship in the literature but the mediating role of it plays a unique connection between strategic planning and university operational performance. Depending on the above considerations with regard to the role of strategic alignment to improve the three precedents of university operational performance, the study assumes the following hypothesis:

- H_3 : SP has a positive impact on ESA
- H_4 : ESA has a positive impact on UOP
- H_6 : ESA have mediating influence between SP and UOP

Innovation: The Resource-Based Theory (RBT) has been used by many theoretical studies as a theoretical mean to demonstrate the competitive value of innovation in terms of performance (Prajogo, 2016; Saunila *et al*., 2014). According to his point of view, Saunila *et al*. (2014) considered innovation as an important factor in the company's performance (Mohamed *et al*., 2019; Qoura and Khalifa, 2016). Prajogo (2016) emphasized that organizational performance can be improved through the different types of innovation as technical, managerial, etc. because innovation is one of the most effective competitive strategies used in business markets that helps create competitive advantage and ensures its sustainability (Chen and Huang, 2010; Shamsi *et al*., 2018).

Meanwhile, it has been identified at a various levels such as micro, macro and project level. In some disciplines explain innovation such as productivity based, service-based, activities based and technology-based (Berry and Berry, 2007). In this study we combining the service, activities and technology-based innovation in the organization (Acemoglu *et al*., 2018). Consequently, the broad definition as activities that involve substantial novelty for the adopting administration but it's not required to the new world. Accordingly, it indicates the new approach to designing, ideas implementing, marketing goods that provides to the innovator or his organization and generation of new thinking into a new process and services (Badran and Khalifa, 2016; Dodgson, 2018; Khalefa, 2015; Urabe *et al*., 2018). Lusch and Nambisan (2015) defined that innovation is the newly assimilated knowledge of employment which can be simplified and explained by various considerations (Woodside and Biemans, 2005) that concern in sense of commercialization and developing systemize technological facilities (Adams *et al*., 2006). In addition, innovation has a direct influence on university operational performance which indicates that increasing innovation operational performance will be increased. There are several studies have investigated related to innovation and performance but specifically for the university operational performance conduct very little studies in the literature. Furthermore, the mediation effect plays an important role for both of variables relationships. As a result, managers should identify and manage innovations in order to enhance their operational performance because the overall performance of the organization is positively related to established innovations. Thus, the following proposed hypothesis is based on the previous literature:

- H_5 : innovation has a positive impact on UAE universities' UOP
- H_7 : innovation has a mediating effect on the relationship between SP and UOP

University operational performance: A necessity to any organization for running or sustain in the market would be operational performance (Shamsi *et al*., 2018; Feng *et al*., 2018; Isaac *et al*., 2016; Nusari *et al*., 2018) and it should maintain appropriately. This occurs because it plays a significant role in ensuring all policies and procedures within the organization with its objectives

and goals (Shamsi *et al*., 2018; Mohamed *et al*., 2018). Through a well-defined and functional operations management system, an organization has more of an advantage to better meet their needs while also meeting their own goals and objectives (Croom *et al*., 2018; Valdez, 2017). In addition, operational performance comes with many benefits that a university can use to its advantage. It has been used to refer to internal quality results and external quality results, respectively (Khalifa and Abou-Shouk, 2014; Uluskan *et al*., 2017). Utilizing the various tools with this and also contributes to the ability to properly encourage, implement and monitor performance (Alkhateri *et al*., 2018; Khalefa, 2015). Understanding how technology and other services are necessary to see results with operational performance (Inman *et al*., 2011; Khalifa and Mewad, 2017).

Furthermore, performance is measured at the organizational level to see whether objective methods or subjective methods should be adopted (Celine *et al*., 2009). On the one hand, the most common objective methods used to gain vital such as profit levels of organizations (Lannelongue *et al*., 2015) but subjective approaches define operational performance depending on organizational attitudes. Antony and Bhattacharyya, (2010) stated the productivity is an aspect of operational performance (Mohamed *et al*., 2018, 2019). However, university operational performance plays an essential role in this study as of dependent variable in order to interrelate with strategic planning. Accordingly, employee strategic alignment and innovation also mediates between strategic planning and university operational performance (Isaac *et al*., 2016; Jansen *et al*., 2006; Luo and Park, 2001). The overall model of the study its self is a theoretical contribution and relationship based-variables also indicates contributions to university operational performance. To the best of researchers knowledge, this study has not investigated in the literature unless some of the relations clarified according to contextual consideration.

MATERIALS AND METHODS

Research design and measurements: This study is followed the quantitative approach that collections out the quantify data in order to use statistics for analyzing data set (Malhotra *et al*., 2004). Moreover, this research approach has successfully been used in the context of operational performance studies, especially in the universities background (Bowen and Shoemaker, 2003). Information about respondent's beliefs, motives and attitudes provides by an effective survey design in the study field in the case of research, measure the perceptions of universities staffs. Therefore, this study needs a self-administrative questionnaire for assuming the responsibility of employee reading and responding to the questions. The researcher can distribute numerous questionnaires to different respondents in different places simultaneously by using a self-administrated questionnaire. This study's constructs have adapted for the previous literature and used five-point Likert scale following strongly disagree (1) strongly agree (5). Therefore, the construct strategic planning has adapted form (Albadry, 2016; Galbreath, 2010), innovation from (Aragon-Correa *et al*., 2007; Garcia-Morales *et al*., 2012), employee strategic alignment from (Ouakouak and Ouedraogo, 2013) and university operational performance from (Garcia-Morales *et al*., 2012). For this study, the hypothesized variables and their relationships in the model have been derived from the available literature of the models and theories that have been prescribed in the literature mentioned above. The proposed model can be in Fig. 1. While examining the proposed model.

Data collection and sampling: Data for this study were collected from a self-administered survey that was circulated in UAE universities. A survey instrument was developed to explore the impact of UOP and SP, I and ESA. The questionnaire was pre-tested several times to ensure that wording, format and sequencing of questions were appropriate. This research applies a survey-based methodology for gathering data which has many advantages that mainly suitable for this study. Kleinberg *et al*. (1999) explained that survey-based methods give advantages for assembling a large amount of data about an individual respondent at one time and its flexible for collecting data. Accordingly, in the quantitative research approach of study survey-based methods can collect a large number of data sample quickly and efficiently (Hair *et al*., 2006). This study sample size is decided in consideration of the following researcher connection. Flynn and Pearcy (2001) mentioned that an acceptable sample size with no simple and definitive rule an accurate sample size which considerable debate in the research field. The questionnaire was distributed among the university academic staffs within the organization and 500 questionnaires distributed were 309 valid questionnaires collected. The procedures of collecting data were contacted to the top management to collect data and conduct survey with the academic staff. For the analysis of the research model using PLS (Partial Least Square) in order to input data in SPSS. It needs a large sample which is less stable for estimation purpose, some researchers believe that PLS may use for sample size as small as 50 and large 5000 (Hulland, 1999). This study was used PLS for analysis technique in order to get the result for path, estimation and supported the hypothesis.

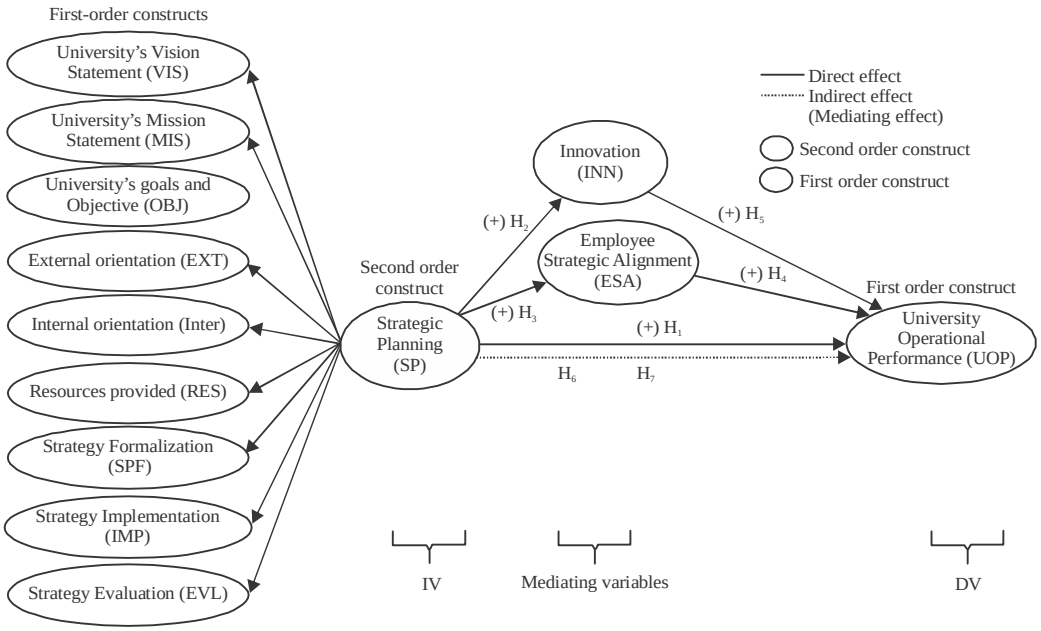

Fig. 1: The conceptual model

RESULTS AND DISCUSSION

Descriptive analysis: The researcher distributed 500 questioners to the Academic staff in UAE's educational institutions, the valid questionnaires were received by the researcher are 309 questionnaires by responding rate is 61.8%. The responding sample (n = 309) consisted of 62.5% male and 37.5% female employees. Most of the participants were aged between 30-39 years this accounted for 41.7% of the responses followed by the age range of <30 years at 30.7% of total responses. With regards to the academic positions of selected participants, 54.4 of participants were assistant professors, 26.5% were associate professors and all other categories had nearly the same number of participants. Close to 25.3% of the respondent's working experience were <5 years followed by the experience range of 11-15 years at 23.6% of total responses. A total of 71, accounting for 22.98% of the respondents were workers in public universities whilst the remaining worked in private institutions.

Measurement model assessment: Schumacker and Lomax (2004), Hair *et al*. (2010) indicate that the two steps assessment procedure which includes measurement model and structural model has an advantage over the one step assessment procedure. According to Hair *et al*. (2017) measurement model specifies how each construct is measured while structural model specifies how the variables are related to each other in the structural model. The main reasons for choosing PLS as a statistical method for this study that for both measurement and structural model PLS offer simultaneous analysis which leads to more accurate estimates (Barclay *et al*., 1995).

The assessment of measurement model was done through construct reliability as well as validity (including convergent and discriminant validity). For construct reliability, this study tested the individual Cronbach's alpha coefficients to measure the reliability of each of the core variables in the measurement model. The results indicate that all the individual Cronbach's alpha coefficients ranging from 0.787-0.977 were higher than the suggested value of 0.7 (Kannan and Tan, 2005). Additionally, for testing construct reliability all the Composite Reliability (CR) values ranging from 0.899-0.978 were higher than 0.7 (Werts *et al*., 1974; Kline, 2010; Gefen *et al*., 2000) which adequately indicates that construct reliability is fulfilled as shown in Table 1. Therefore, the achieved Cronbach's alpha and CR for all constructs were considered to be sufficiently error-free.

Factor loading was used to test indicator reliability. High loadings on a construct indicate that the associated indicators seem to have much in common which is captured by the construct (Hair *et al*., 2017). Factor loadings >0.50 were considered to be very significant (Hair *et al*., 2010). The loadings for all items exceeded the recommended value of 0.5 as shown in Table 2. The loading for all items in the model has therefore fulfilled all the requirements.

Table 1: Summary of demographic profile of respondents

Variables	Frequency	Valid (%)
Genders		
Male	193	62.50
Female	116	37.50
Age		
<30	95	30.70
30-39	129	41.70
40-49	66	21.40
50-59	15	4.90
60 and above	4	1.30
Experience		
<5 years	78	25.30
5-10	56	18.10
11-15	73	23.60
16-20	54	17.50
More than 20	48	15.50
Academic position		
Teaching assistant	26	8.40
Lecturer	82	26.50
Assistant professor	168	54.40
Associate professor	20	6.50
Professor	13	4.20
University		
Public	71	22.98
Private	238	77.02
Total	309.00	

For testing convergent validity (the extent to which a measure correlates positively with alternative measures of the same construct, this study used the Average Variance Extracted (AVE) and it indicated that all AVE values were higher than the suggested value of 0.50 (Hair *et al*., 2010) ranging from 0.640-0.824. The convergent validity for all constructs has been successfully fulfilled and adequate convergent validity exhibited as Table 2 shows.

The discriminant validity (the degree to which items differentiate among constructs or measure distinct concepts) of the measurement model was checked using three criteria, namely cross-loadings, Fornell-Larcker and the Heterotrait-Monotrait ratio (HTMT). According to (Hair *et al*., 2017), the cross-loadings are typically the first approach to assess discriminant validity of the indicators. As shown in Table 3 the cross loading criterion fulfills the requirements because the indicators outer loadings on a construct were higher than all its cross-loadings with other constructs (bold values).

The results of discriminant validity by using the Fornell-Larcker criterion is shown in Table 4 where the square root of the AVEs on the diagonals as represented by the bolded values are higher than the correlations between constructs (corresponding row and column values). This indicates that the constructs are strongly related to their respective indicators compared to other constructs of the model (Fornell and Larcker, 1981; Chin, 1998a, b), thus, suggesting a good discriminant validity (Hair *et al*., 2017). In addition, the correlation between exogenous constructs is <0.85 (Awang, 2014). Hence, the discriminant validity of all constructs is fulfilled.

There has been some criticism of the Fornell-Larcker criterion, Henseler *et al*. (2015) mentioned that it does not accurately reveal the lack of discriminant validity in common research situations. They have proposed an alternative technique which is the Heterotrait-Monotrait ratio (HTMT) of correlations based on the multitrait multimethod matrix. This study assesses discriminant validity through HTMT. While the discriminant validity has a problem when the HTMT value is greater than HTMT 0.90 value of 0.90 (Gold *et al*., 2001) or the HTMT 0.85 value of 0.85 (Kline, 2010), all values as Table 5 shows were lower than the recommended value of 0.85 indicating that discriminant validity has been ascertained.

Structural model assessment: Hair *et al*. (2017) suggested assessing the structural model by looking at the beta (β), R^2 and the corresponding t-values via. a bootstrapping procedure with a resample of 5, 000. Moreover, they recommend reporting the effect sizes (f^2) as well as the predictive relevance (Q^2). As (Sullivan and Feinn, 2012) argue that the p-value determine whether the effect exists but it does not reveal the size of the effect.

Hypothesis tests: The structural model assessment as shown in Fig. 2 and Table 6 provides the indication of the hypothesis tests with 5 out of the 5 hypothesis are supported. SL significantly predicts OUP, INN and ESA. Hence, H_1, H_2 and H_3 are ac cepted with ($\beta = 0.605$, $\tau = 8.984$, $p<0.001$), $\beta = 0.765$, $\tau = 27.776$, $p<0.001$ and $\beta = 0.751$, $\tau = 25.822$, $p<0.001$, respectively. In addition ESA and INN significantly predicts OUP. Hence, H_4 and H_5 are accepted with ($\beta = 0.159$, $\tau = 2.688$, $p<0.01$ and $\beta = 0.122$, $\tau = 0.034$, $p<0.05$), respectively. Note that the standardized path coefficient indicates the strengths of the relationship between exogenous and endogenous constructs, so the direct effects of SP on OUP are much stronger than the influence of other variables. SP, ESA and INN are explaining 68.5 % of the variance in OUP. The R^2 values achieved an acceptable level of explanatory power as recommended by Cohen (1988) and Chin (1998a, b) indicating a substantial model.

This study also assessed effect sizes (f^2). Effect size f^2 determines whether an exogenous latent construct has a substantial, moderate or weak impact on an endogenous latent construct (Gefen and Rigdon, 2011). Hair *et al*. (2017) recommend to test the change in the R^2 value.

Table 2: Mean, standard deviation, loading, Cronbach's alpha, CR and AVE

Constructs	Items	Loading (>0.5)	M	SD	α (>0.7)	CR (>0.7)	AVE (>0.5)
Strategic planning (SL)	EVL1	0.851					
	EVL2	0.748					
	EVL3	0.893					
	EVL4	0.919					
	EXT1	0.815					
	EXT2	0.891					
	EXT3	0.887					
	EXT4	0.812					
	EXT5	0.801					
	IMPL1	0.840					
	IMPL2	0.881					
	IMPL3	0.862					
	IMPL4	0.841					
	IMPL5	0.776					
	INTR1	0.881					
	INTR2	0.902					
	INTR4	0.881					
	INTR5	0.817					
	INTR6	0.876					
	MISS1	0.767	4.22	1.377	0.977	0.978	0.674
	MISS2	0.855					
	MISS3	0.860					
	MISS4	0.860					
	OBJ1	0.877					
	OBJ2	0.895					
	OBJ3	0.909					
	RES1	0.856					
	RES2	0.905					
	RES3	0.902					
	RES4	0.857					
	RES5	0.880					
	SP1	0.811					
	SP2	0.866					
	SP3	0.862					
	SP4	0.808					
Innovation (INN)	VIS1	0.870					
	VIS2	0.879					
	VIS3	0.874					
	VIS4	0.760					
	INN1	0.814					
	INN2	0.772					
	INN3	0.792	4.14	1.606	0.860	0.899	0.640
	INN4	0.814					
	INN5	0.809					
Employee Strategic	ESA1	0.913	4.12	1.661	0.787	0.904	0.824
Alignment (ESA)	ESA2	0.903					
University Operational	PERF1	0.679					
Performance (UOP)	PERF2	0.780					
	PERF3	0.870	4.33	1.594	0.857	0.903	0.701
	PERF4	0.878					
	PERF5	0.864					
	PERF6	0.784					

M: Mean; SD: Standard Deviation, α: Cronbach's alpha, CR: Composite Reliability, AVE: Average variance extracted the measurement used is seven-point scale ranging from 1 (strongly disagree) to 7 (strongly agree) all the factor loadings of the individual items are statistically significant ($p<0.01$)

Cohen (1988) suggested a guideline measure the magnitude of the f^2 which is 0.35 (large effects), 0.15 (medium effects) and 0.02 (small effects). The result of f^2 as Table 6 shows that three relationship with large effect sizes, two relationships with medium effect size and one relationship with small effect size.

Table 3: Results of discriminant validity by the cross loading

Variables	ESA	INN	PERF	SP
EVL1	0.459	0.424	0.589	**0.851**
EVL2	0.392	0.536	0.597	**0.748**
EVL3	0.532	0.486	0.648	**0.893**
EVL4	0.563	0.528	0.638	**0.919**
EXT1	0.489	0.494	0.538	**0.815**
EXT2	0.490	0.537	0.537	**0.891**
EXT3	0.551	0.621	0.613	**0.887**
EXT4	0.410	0.625	0.545	**0.812**
EXT5	0.358	0.510	0.471	**0.801**
IMPL1	0.542	0.609	0.707	**0.840**
IMPL2	0.594	0.549	0.716	**0.881**
IMPL3	0.531	0.548	0.652	**0.862**
IMPL4	0.740	0.580	0.670	**0.841**
IMPL5	0.723	0.494	0.578	**0.776**
INTR1	0.562	0.541	0.634	**0.881**
INTR2	0.516	0.577	0.608	**0.902**
INTR4	0.542	0.563	0.606	**0.881**
INTR5	0.495	0.514	0.504	**0.817**
INTR6	0.511	0.440	0.548	**0.876**
MIS1	0.601	0.438	0.415	**0.767**
MIS2	0.420	0.487	0.483	**0.855**
MIS3	0.494	0.546	0.565	**0.860**
MIS4	0.478	0.635	0.600	**0.860**
RES1	0.601	0.587	0.595	**0.856**
RES2	0.541	0.656	0.571	**0.905**
RES3	0.524	0.665	0.489	**0.902**
RES4	0.514	0.578	0.646	**0.857**
RES5	0.499	0.568	0.659	**0.880**
OBJ1	0.500	0.529	0.540	**0.877**
OBJ2	0.403	0.408	0.428	**0.895**
OBJ3	0.432	0.394	0.443	**0.909**
SP1	0.493	0.508	0.479	**0.811**
SP2	0.474	0.443	0.443	**0.866**
SP3	0.472	0.486	0.454	**0.862**
SP4	0.496	0.528	0.514	**0.808**
VIS1	0.532	0.462	0.389	**0.870**
VIS2	0.470	0.474	0.366	**0.879**
VIS3	0.488	0.471	0.428	**0.874**
VIS4	0.428	0.480	0.417	**0.760**
ESA1	**0.913**	0.543	0.623	0.612
ESA2	**0.903**	0.534	0.622	0.651
INN1	0.520	**0.814**	0.617	0.662
INN2	0.374	**0.772**	0.463	0.548
INN3	0.506	**0.792**	0.496	0.602
INN4	0.412	**0.814**	0.502	0.597
INN5	0.539	**0.809**	0.612	0.638
PERF1	0.393	0.419	**0.679**	0.480
PERF2	0.554	0.534	**0.780**	0.611
PERF3	0.648	0.621	**0.870**	0.745
PERF4	0.597	0.590	**0.878**	0.721
PERF5	0.607	0.575	**0.864**	0.725
PERF6	0.502	0.539	**0.784**	0.656

SP: Strategic Planning, ESA: Employee Strategic Alignment, IMPL: Strategy Implementation, SPF: Strategy Formalization, INTR: Internal Orientation, EXT: External Orientation, INN: Innovation, VIS: University Vision, MIS: University Mission, RES: Resources Provided, OBJ: Goals and Objectives, EVL: Strategic Planning Evaluation, PERF: University Operational Performance

Table 4: Results of discriminant validity by Fornell-Larcker criterion

Variables	ESA	INN	PERF	SP
ESA	**0.908**			
INN	0.593	**0.800**		
PERF	0.685	0.678	**0.812**	
SP	0.551	0.565	0.617	**0.880**

Diagonals represent the square root of the average variance extracted while the other entries represent the correlations SP: Strategic Planning, ESA: Employee Strategic Alignment, INN: Innovation, PERF: University operational Performance

Table 5: Results of discriminant validity by HTMT

Variables	ESA	INN	PERF	SP
ESA				
INN	0.714			
PERF	0.808	0.761		
SP	0.711	0.832	0.649	-

SP: Strategic Planning, ESA: Emlpyee Strategic Alignment, INN: Innovation, PERF: University operational Performance

Table 6: Structural path analysis result

Hypothesis	Relationship	SD Beta	SE	t-values	p-values	Decision	R^2	f^2	Q^2	VIF
H_1	SP->PERF	0.605	0.603	8.9840	0.000	Supported	0.685	0.323	0.419	2.666
H_2	SP->INN	0.765	0.764	27.7760	0.000	Supported	0.585	1.408	0.348	1.000
H_3	SP->ESA	0.751	0.750	25.8220	0.000	Supported	0.565	1.296	0.444	1.555
H_4	ESA->PERF	0.159	0.158	2.6880	0.007	Supported	0.685	0.035		
H_5	INN->PERF	0.122	0.123	2.1280	0.034	Supported	0.685	0.020		

SP: Strategic Planning, ESA: Employee Strategic Alignment, INN: Innovation, PERF: University Operational Performance

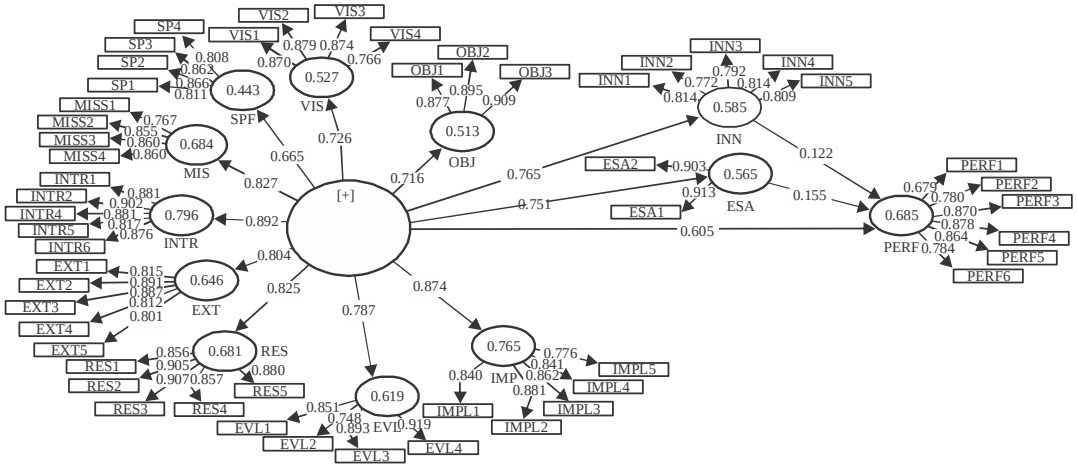

Fig. 2: PLS algorithm results

Further, by using the blindfolding procedure this study examined the power of research proposed model regarding the predictive relevance. As recommended by Hair *et al*. (2017) the blindfolding procedure should use only on the endogenous constructs with a reflective measurement. If the value of $Q^2>0$ then the predictive relevance of the proposed model exists for a certain endogenous construct (Fornell and Cha, 1994; Hair *et al*., 2017). As Table 6 shows that all the values of $Q^2>0$ indicate that there is an adequate predictive relevance for the proposed model. For the Q^2 values, Hair *et al*. (2017) suggested values of 0.35 (large), 0.15 (medium) and 0.02 (small) as a relative measure of predictive relevance and the result of this study shows that the exogenous have two large predictive relevance and one with medium predictive relevance.

An issue of the multicollinearity could exist in any study which is not desirable, it means that the variance exogenous constructs explain in the endogenous construct are overlapping with each other and thus not each explaining unique variance in the endogenous variable (O'Brien, 2007). To measure and assess the degree of multicollinearity, Variance Inflation Factor (VIF) widely used (O'Brien, 2007). There is cause for concern when the largest VIF is >10 (Bowerman and O'Connell, 1990; Myers, 1990). And according to Hair *et al*. (2017) a multicollinearity issue exists when the largest VIF is >5. Table 6 shows multicollinearity diagnostic through VIF which indicates that there is no evidence of significant multicollinearity among the study exogenous constructs because all VIF values are <5 ranging from 1.00-2.666. It means that the variance of exogenous constructs explains in the endogenous construct are not overlapping with each other.

Indirect hypothesis testing: According to the bootstrapping's analysis, there is a significant indirect impact in the relationship between SP and OUP via. ESA

Table 7: Bootstrapping the indirect effect of IM

Hypothesis	Constructs	B-values	SE	t-values	p-values	Decision
H_6	SP->ESA->PERF	0.119	0.119	2.679	0.008	Supported
H_7	SP->INN->PERF	0.093	0.094	2.126	0.034	Supported

SP: Strategic Planning, ESA: Employee Strategic Alignment, INN: Innovation, PERF: University Operational Performance (Preacher and Hayes, 2008)

Table 8: IPMA for UOP

Latent constructs	Total effect of the construct operational performance (importance)	Index values (performance)
ESA	0.142	63.197
INN	0.119	58.664
SP	0.923	59.070

SP: Strategic Planning, ESA: Employee Strategic Alignment, INN: Innovation

with a t-value of 2.679 and p<0.01. as indicated by Preacher and Hayes (2008) that the mediation effect exist when the indirect impact of SP and OUP via. ESA with boot 95% C1: [LL = 0.031, UL = 0.206] doesn't straddle a zero in between. Hence, H_6 was supported. In addition the results showed there is a significant indirect impact in the relationship between SP and OUP via. INN with a t-value of 2.126 and p<0.05 as indicated by Preacher and Hayes (2008) that the mediation effect exist when the indirect impact of SP and OUP via. INN with boot 95% C1: [LL = 0.018, UL = 0.184] doesn't straddle a zero in between. Hence, H_7 was supported (Table 7).

Importance-Performance Map Analysis (IPMA): This study ran an Importance-Performance Matrix Analysis (IPMA) as a post-hoc procedure in PLS using organizational performance as the outcome construct. The IPMA estimates the total effects represented by the importance of predecessor constructs in shaping the target construct (organizational performance) while their average latent variable scores represent their performance, the computation of the index values (performance scores) was accomplished by rescaling the latent constructs scores to a range of 100 (highest performance) down to 0 (lowest performance) (Hair *et al*., 2017). According to Ringle and Sarstedt (2016), IPMA enriches the PLS analysis results. Instead of only analyzing the path coefficients (i.e., the importance dimension), it also takes into consideration the average value of the latent constructs and their indicators (i.e., performance dimension). Table 8 shows the findings of importance (total effects) and performance (index values) used for the IPMA.

As shown in Fig. 3 this study plotted the total effects scores and index values in a priority map. It can be observed that SP is a very important factor in determining the UOP due to its relatively higher importance value compared to other constructs in the proposed model. Nevertheless, the performance of this Significant Factor (SP) lagged behind the INN and ESA. According to Hair *et al*. (2017) The goal of IPMA is to identify predecessors that have a relatively high importance for the target construct (i.e., those that have a strong total effect) but also a relatively low performance (i.e., low average latent variable scores), the aspects underlying these constructs represent potential areas of improvement that may receive high attention. In sum, in order to improve the UOP, the managerial activities should focus on enhancing the performance of SP.

According to the hypotheses result, this study model points out the outcomes in a separate relationship. The model has shown that strategic planning has positively and significantly influence university operational performance. Thus, the results have shown above if the strategic plan has strong appropriate elements for a future plan, the operational performance will be increased. This relationship has pointed out in the literature that strategic planning significantly impacts on operational performance (Miller and Cardinal, 1994). The results also indicated the factors of strategic planning that articulated the entire mission, vision, internal and external formulation, implementation that impose to connect university operational performance. Furthermore, innovation plays an important role in finding a result that it mediates between strategic planning and university operational performance (Urgal *et al*., 2013). This mediating effect significantly has supported both variables relationship in order to place innovative consequences with the organization. Innovation or innovative behavior in the organization creates a situation for new ideas that conclude strategic plans are framed (Leal-Rodriguez *et al*., 2014). On the other hand, the findings have shown that the innovation significantly influences university operational performance. The findings suggested that the innovation of the organization, generally, practice or involve with the staff will directly engage in operational performance (Damanpour and Evan, 1984). In general, innovative approaches are very much needed to the higher education system or universities operations. Its common in the relationship between innovation and operational performance according to the findings and many studies are investigated in the literature but the university and UAE context it very new of linked for innovation and operational performance.

Moreover, employee strategic alignment also plays a mediating role of strategic planning and university operational learning. The above result has shown the mediating of both variables significantly influenced and supported the indirect hypothesis. Chan *et al*. (1997) have discussed the investigated their implications for the effectiveness and business performance. The

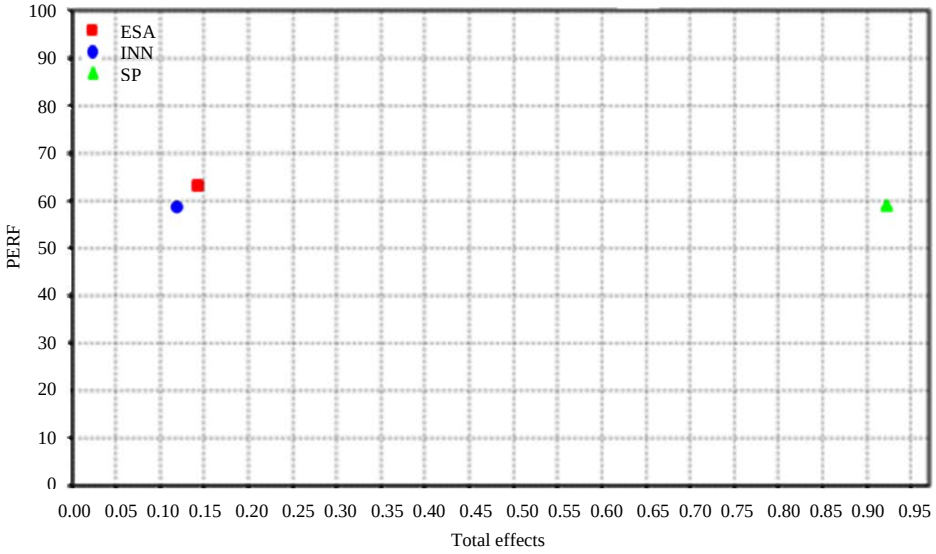

Fig. 3: IPMA (Priority Map) for employee performance, SP: Strategic Planning, ESA: Employee Strategic Alignment, INN: Innovation; PERF; University operational Performance

findings suggest the university with high strategic alignment are better performing in their operation. Although, the findings implied that there several ways to a win in order to state as no one strategic alignment and university operational performance was linked.

CONCLUSION

The findings were convinced to the point that we have developed in the practitioner-oriented version of the instruments to enable academic staff to assess and improve their operational performance as a direct influence.

IMPLICATIONS

This study has indicated two implications such as theoretical and managerial. Essentially, the study shows that the effects of SP and Innovation on UOP vary in local context. First, the theoretical implication that stands for relationships among the constructs which uttered for possible outcomes form the theoretical evidence. It indicates the result of the research that we identified of model constructs relationship-based contribution. There are an imposing variety of theoretical rationales to sustain the perspective that administrative settings provide a more fruitful venue for strategic planning relationships. Strategic planning implies the influence of operational performance in order to findings support we have outcomes form the results. This relationship theory supported in terms of the results of the mentioned hypothesis. Additionally, strategic planning significantly influences on university operational performance which mentioned from the extracted result. This relationship usually has considered in multi-cluster comparative research in order to evaluate strategically planned behavior (Rudd *et al*., 2008).

Moreover, strategic planning significantly influences on innovation that shows the positive relationship in terms of make the innovative culture of different employee appreciation. Consequently, innovation significantly influences university operational performance that criticized the common demonstration of being employee's innovation for better performance (Andersen, 2000). Besides, the indirect relationship or mediating influence between strategic planning and university operational performance also implement theoretical evidence to stand up this mediation effect. Luo and Park (2001) has considered the relationship of strategic alignment in groups within the organization. On the hand, strategic alignment influence on university operational performance. Furthermore, strategic alignment plays an important role between strategic planning and university operational performance in terms of interactions among their perception and conceptions regarding organizational performance. Therefore, the managerial implications comprise the observations made for making practical decisions to the organization. In this study, the theoretical implication observes the identifications to suggest for practical implantation and adapt to the strategies and workplace for future progression. Accordingly, relationship-based suggestions require providing indications such as strategic planning deploy the innovation and strategic alignment by increasing

strategic plan and internal communication-based quality. On the hand strategic planning enhance university operational performance in order to develop planned behavior of the strategic goal. So, these findings suggest to the top management to imply the idea for reducing lacking and weaknesses of the organization and improve operational performance for future stability.

LIMITATIONS

Nonetheless, the results of this research should be interpreted cautiously. Perhaps a serious limitation of this study was its focus on a single industry, thus, precluding the generalization of findings to other industries including services and public sectors. The data were gathered from single respondents which might result in possible response bias. Future research should strive to gather data from firms across whole supply chains. Another shortcoming of this study is the lack of adequate sample size which hindered us to apply more rigorous statistical tests such as structural equation models. The study should be regarded as an exploratory study and be used as a basis for further deepened research with relatively large data sets. Therefore, future research may examine the proposed associations by incorporating contextual variables into the framework including industry type, supply chain structure, ownership type and intraregional variations to further probe into contingencies and boundary conditions of relationships examined in this study. Finally, there is a need for further conceptualization and verification of the factors used in this study, following two rigorous factor analyses. If these factors with the same practices hold in other research settings, it could be possible to proceed with further conceptualization and theorization around the identified factors and test new hypothesis empirically.

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